Eureka Math *A Story of Units*
First Grade – Module 5

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Materials based on Eureka Math Version 3.

Module Assessment Overview

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

4 – Advanced: Student demonstrates advanced understanding of grade level standards expected at this time of year.
3 – Proficient: Student demonstrates proficiency with grade level standards expected at this time of year.
2 – Basic: Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.
1 – Below Basic: Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The First Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 5 Grading Guidance:

- Standards 1.G.1, 1.G.2, and 1.G.3 will not be assessed again. Standard 1.MD.3 will be assessed in Module 6. (See checklist on page 3.)

Updates

We recommend reviewing the Mid- and End-of-Module Assessments before planning the module. This will guide the decision making progress for adjusting lessons.

Grade 1 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards assessed in Module 5**. *Note that standards included in major clusters are followed by an asterisk (*).* Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 1 MODULES					
		1	2	3	4	5	6
1.OA	1*	X	X	X	X		
	2*		X				
	3*	X	X				
	4*	X	X				
	5*	X					
	6*	X	X				
	7*	X					
	8*	X					
1.NBT	1*				X		X
	2a*		X		X		X
	2b*		X				
	2c*				X		X
	3*				X		X
	4*				X		X
	5*				X		X
	6*				X		X
1.MD	1*			X			
	2*			X			
	3					X	X
	4			X			
1.G	1					X	
	2					X	
	3					X	

First Grade Module 5: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, "Evidence of solid reasoning with a correct answer". These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 5: End-of-Module Assessment					
	Domain		**Standards**			
Question	Measurement and Data	Geometry	1.MD.3	1.G.1	1.G.2	1.G.3
1		1 2 3 4		X		
2		1 2 3 4		X		
3		1 2 3 4		X		
4		1 2 3 4			X	
5	1 2 3 4		X			
6	1 2 3 4		X			
7a-b	1 2 3		X			
7c-g		1 2 3 4		X	X	X

Domain Score	Measurement and Data		Geometry	
Total Points				
Level	4	11 pts.	4	18-20 pts.
	3	8-10 pts.	3	13-17 pts.
	2	5-7 pts.	2	8-12 pts.
	1	3-4 pts.	1	5-7 pts.

Note: For more information about standards assessed in this module, see back of this score sheet.

Note:

First Grade Module 5: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–D) Clusters and Standards Addressed	
Tell and write time and money.[1]	
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their values.
Reason with shapes and their attributes.	
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.")
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

[1]Time alone is addressed in this module. Money is addressed in Module 6.

First Grade Module 5: End-of-Module Assessment Task Rubric

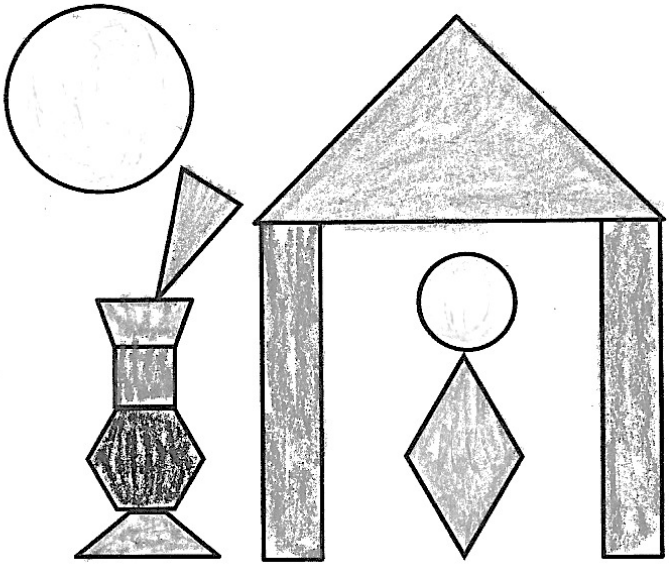
A Progression of Learning				
Assessment Task Item and Standards Assessed	**STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)**	**STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)**	**STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)**	**STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)**
1 **1.G.1**	The student correctly answers **0-3** of the twelve parts.	The student correctly answers **4-7** of the twelve parts.	The student correctly answers **8-10** of the twelve parts.	The student correctly answers **11-12** of the twelve parts. (See below.)
	Circles: **(1)** colors and **(2)** writes 2 Rectangles: **(3)** colors and **(4)** writes 3 Triangles: **(5)** colors and **(6)** writes 2 Trapezoids: **(7)** colors and **(8)** writes 2 Hexagons: **(9)** colors and **(10)** writes 1 Rhombuses: **(11)** colors and **(12)** writes 1 – Some students may include the square as well.			
2 **1.G.1**	The student answers **0-1** of the four parts correctly.	The student answers **2** of the four parts correctly.	The student correctly answers **3** of the four parts.	The student correctly answers **4** of the four parts. (See below.)
	a. (1) Yes. **b. (2)** It has more than three sides. **c. (3)** It is not closed. Or, it has less than three sides. **d. (4)** Yes.			
3 **1.G.1**	The student correctly circles **0-1** of the four correct answers.	The student correctly circles **2** of the four correct answers.	The student correctly circles **3** of the answers.	The student correctly circles **4** of the four answers. (See below.)
	a. **(1)** Cylinders can roll. **(2)** Cylinders have two flat surfaces made of circles or ovals. b. **(3)** Rectangular prisms have 6 faces. **(4)** The faces of a rectangular prism are rectangles.			
4 **1.G.2**	The student correctly answers **0-1** of the five parts.	The student correctly answers any **2-3** of the five parts.	The student correctly answers **4** of the five parts. (See below)	The student correctly answers **5** of the five parts. (See below.)
	a. **(1)** 2 triangles b. **(2)** 4 triangles c. **(3)** 6 triangles. d. **(4)** 3 triangles e. **(5)** Chooses the middle image.			
5 **1.MD.3**	The student matches **0-1** of the four times.	The student matches **2** of the four times.	The student matches **3** of the four times.	The student correctly matches **4** of the four times. (See below.)
	a. **(1)** 10:00 b. **(2)** 10:30 c. **(3)** 1:00 d. **(4)** 3:30			

A Progression of Learning				
Assessment Task Item and Standards Assessed	**STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)**	**STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)**	**STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)**	**STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)**
6 **1.MD.3**	The student answers **0-1** of the four parts correctly.	The student answers **2** of the four parts correctly.	The student answers **3** of the four parts correctly.	The student correctly answers **4** of the four parts. (See below.)
	a. **(1)** One o'clock b. **(2)** Six o'clock c. **(3)** One thirty d. **(4)** Choice 3 Spelling is not being assessed. Students may write the time using digital notation, as shown in the sample, or as written above.			
7a-b **1.MD.3** **Scoring for 7 c-g is below.**	The student correctly answers **0** of the two parts.	The student correctly answers **1** of the two parts.	The student correctly answers **2** of the two parts. (See below.)	No level 4 available for this item.
	a. **(1)** Draws a minute hand pointing to 6. b. **(2)** Draws a minute hand pointing to 12.			
7c-g **1.G.1** **1.G.2** **1.G.3**	The student correctly answers **0-1** of the five parts.	The student correctly answers **2-3** of the five parts.	The student correctly answers **4** of the five parts.	The student correctly answers **5** of the five parts. (See below.)
	c. **(1)** Draws a line to create two squares. d. **(2)** Circles *one half*. e. **(3)** Colors a triangle and writes *triangle*. f. **(4)** Colors one rectangle and writes *rectangle* (or *rectangles and squares*). g. **(5)** Colors one fourth of the circle.			

First Grade Module 5: End-of-Module Assessment Task Key

Name Maria Date _____

1. Color the shapes using the key. Write how many of each shape there are on the line.



a. YELLOW Circles: 2

b. RED Rectangles: 3

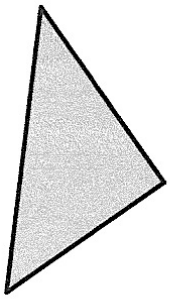
c. BLUE Triangles: 2

d. GREEN Trapezoids: 2

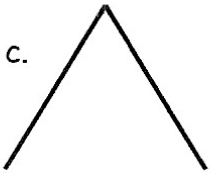
e. BLACK Hexagons: 1

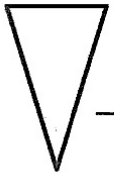
f. ORANGE Rhombuses: 1

2. Is the shape a triangle?
   If it is, write YES on the line. If it is not, explain why it is not a triangle on the line.

a.  Yes

b.  No, it has more than 3 sides.

c.  No, it is not closed. It has 2 sides.

d.  Yes

First Grade Module 5: End-of-Module Assessment Task Key (continued)

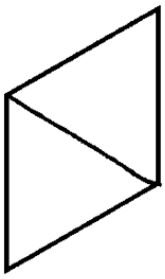
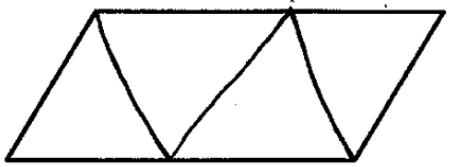
3. a. Circle the attributes that are used to describe **all** cylinders.

Cylinders can roll.	Cylinders are hollow.
Cylinders are made of paper.	Cylinders have 2 flat surfaces made of circles or ovals.

b. Circle the attributes that are used to describe **all** rectangular prisms.

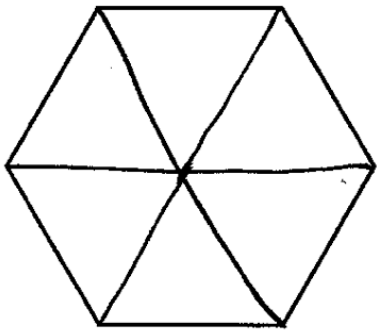
Rectangular prisms can roll.	The faces of a rectangular prism are rectangles.
Rectangular prisms have 6 faces.	Rectangular prisms are made of wood.

4. Use your triangle pattern blocks to cover the shapes below. Draw lines to show how you formed the shape with your triangles.

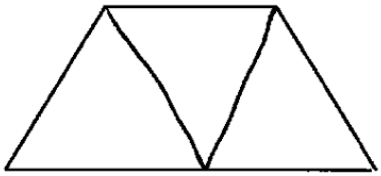
a.	b.
	

First Grade Module 5: End-of-Module Assessment Task Key (continued)

c.

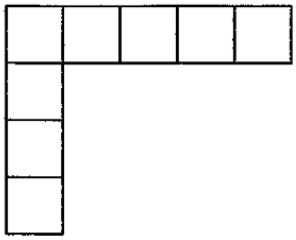


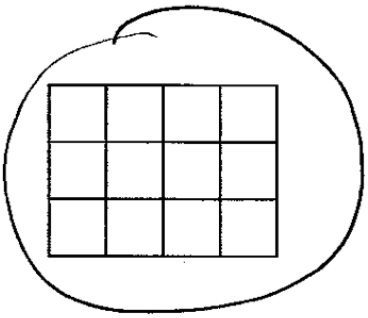
d.

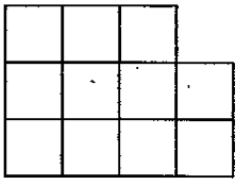


e. Here are the pieces that Dana is putting together to create a shape.

Which of the following shows what Dana's shape might look like when she combines her smaller shapes?

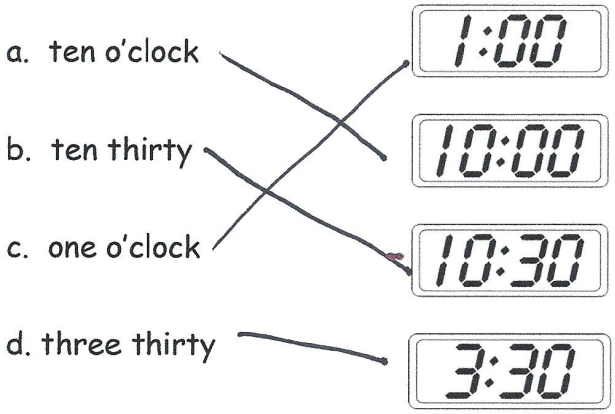




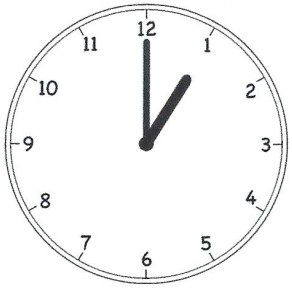


First Grade Module 5: End-of-Module Assessment Task Key (continued)

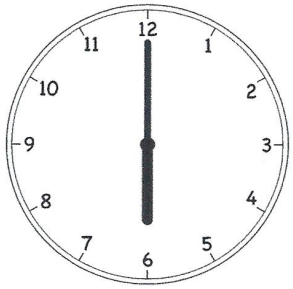
5. Match the time to the correct clock.



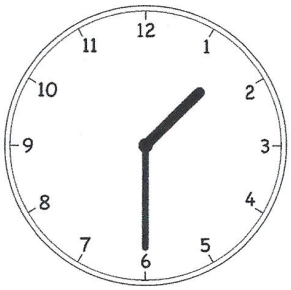
6. Write the time on the line.



a. 1:00

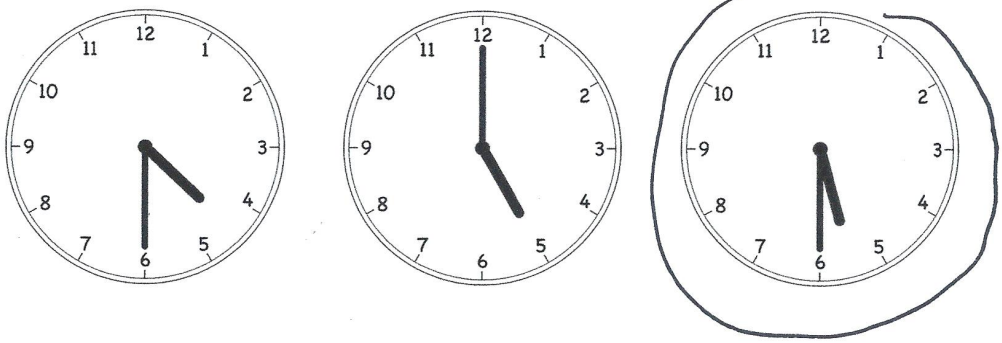


b. 6:00



c. 1:30

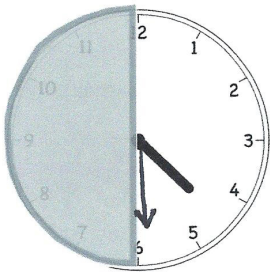
d. Circle the clock that shows half past 5 o'clock.



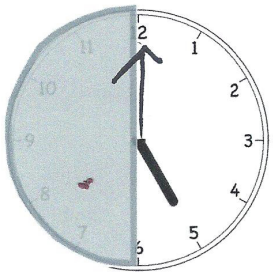
First Grade Module 5: End-of-Module Assessment Task Key (continued)

7. Draw the minute hand so that the clock shows the time written above it.

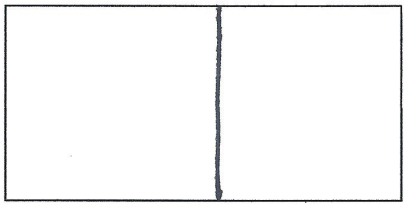
a. 4:30



b. 5:00



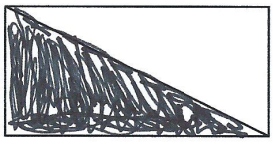
c. Draw one line to make this rectangle into two squares that are the same size.



d. Circle the words that make the sentence true.

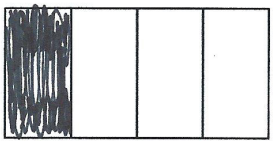
One square makes up (**one half** / **one quarter**) of the rectangle above.

e. Color one half of the rectangle. What shapes were used to make the rectangle?



triangle

f. Color one fourth of the rectangle. What shapes were used to make the rectangle?



rectangle

First Grade Module 5: End-of-Module Assessment Task Key (continued)

g. Color one fourth of the circle. The dot is in the center.